

School Name

School Number

Street Address

City

Zip Code

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023

----- CONTACT INFORMATION -----

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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times. **Indication as to who is required to complete a section is noted at the beginning of each Core Element area.**

Common abbreviations used in the plan are:

ESSA	Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI	Targeted Support and Improvement – federal government school designation under ESSA
ATSI	Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI	Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

Who is required to submit a comprehensive needs assessment (CNA)? **Schools that receive Title I funds AND schools classified as TSI, ATSI, and/or CSI**

Who is required to use the Indiana Department of Education's SIP template? **Schools classified as TSI, ATSI and/or CSI**

Who is required to use the Indiana Department of Education's CNA template? **Schools classified as CSI**

If you are unsure of your school's identification as TSI, ATSI, and/or CSI, you can find out [HERE](#).

This is an initial three (3) year plan. <input checked="" type="checkbox"/>	This is a review/update of a plan currently in use. <input checked="" type="checkbox"/>
This school is identified as the following by the federal government: Choose	
(TSI only) Underperforming student groups identified by the federal government: Choose Choose Choose Choose Choose	
This school receives Title IA funding. Choose an item. YES Is the school's Title I program Schoolwide or Targeted Assistance ? * SW <i>*If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.</i>	

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct a comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee comprised of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have sub-committees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s)" column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group.**

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)			
Sample: Alma Smith	<i>Teacher</i>	<i>Both</i>	<i>ELA, Black, Spec. Ed.</i>			
Amanda Henry	Principal	Both	ELL	Black	Spec.Ed.	Choose
Erin Phillips	Assistant Principal	Both	ELL	Black	Choose	Spec.Ed.
Carin Hollandbeck	Title 1 Lead	Both	ELL	Black	Spec.Ed.	Choose
Ashleigh Duncan	Teacher	Both	ELL	Black	Spec.Ed.	Choose
Ashlee Paschke	Teacher	Both	ELL	Black	Spec.Ed.	Choose
Kim VI	Teacher	Both	ELL	Black	Spec.Ed.	Choose
Susan Bougher	Teacher	Both	ELL	Choose	Choose	Choose
Whitney Frederick	Teacher	Both	ELL	Black	Spec.Ed.	Choose
Michelle Nagler	Teacher	Both	Spec.Ed.	Choose	Choose	Choose
Janet Quiroz	Intervention/Parent	Both	ELL	Choose	Choose	Choose
Elizabeth Patterson	Teacher	Both	Spec.Ed.	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose
		Choose	Choose	Choose	Choose	Choose
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		Choose	Choose	Choose	Choose	Choose

--- ALIGNMENT [optional] ---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision

Nurture the promise of our children.

School Vision

The vision of Miami Elementary School is to provide a safe learning environment where students will achieve academic excellence and become citizens who contribute positively to society when they leave us.

District Mission

To inspire and empower all children to learn, hope, dream, appreciate, create, innovate, integrate, excel and contribute.

School Mission

The mission of Miami Elementary School is to provide a learning community with high expectations in academics, create a safe learning environment, embrace and celebrate diversity, and support students in growing academically.

District Goals

- 1) Provide all students, both the In Person and E-Learning students, with a quality academic experience during the pandemic year of 2020-2021.
- 2) Complete a plan for financial stability for the school years 2021-2022 and 2022-2023.
- 3) Continue to be involved with Phase II of the Career Academy and assist in increasing the utilization of the facility by students and the community.
- 4) Revise the Strategic Plan to include a Communications Plan and to address LSC's Opportunities for Improvement.

Does the school's vision support the district's vision? Yes

Does the school's mission support the district's mission? Yes

Do the school's mission and vision support district goals? Yes

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum [Required for all]

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/Courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not essential for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier	Rationale for Resource Use	Continue Use?	X
Sample: <i>Reading</i>	1-6	<i>ABC Reading is Fun</i>	<i>Yes</i>	1,2	<i>Textbook and readers are core component of reading program.</i>	<i>Yes</i>	<input checked="" type="checkbox"/>
ELA	K-4	Houghton Mifflin Journeys	Yes	1	Textbook and supports are core components of reading programs	Yes	<input type="checkbox"/>
Math	K-4	Pearson Global EnVision	Yes	1,2	Textbook and supports are core components of math program	Yes	<input type="checkbox"/>
ELA/Math	2-4	Study Island	Yes	2,3	Online standards-based practice, aligned to NWEA results	Yes	<input type="checkbox"/>
ELA/Math	1-4	IXL	Yes	2,3	Online standards-based practice specific to IN standards	Yes	<input type="checkbox"/>
Math	k-4	Dreambox	Yes	1,2	Standards-based support for higher level thinking skills	Yes	<input type="checkbox"/>
Reading	K-3	Reading Eggs	No	2,3	Provides customized skill development for interventions	Yes	<input type="checkbox"/>
Reading	K-2	Seeing Stars	Yes	2,3	Multi-sensory intervention to support dyslexia screened students	Yes	<input type="checkbox"/>
Reading/Spelling	K-3	Words Their Way	No	2,3	Intervention to develop phonetic spelling patterns	Yes	<input type="checkbox"/>
Math	K-4	Touch Math	No	2,3	Helps develop strategies for number sense and other skills	Yes	<input type="checkbox"/>
Reading	2-4	Phonics for Reading I-III	No	2,3	Intervention to support students with Phonics gaps	Yes	<input type="checkbox"/>
Reading	2-4	Read Naturally (Live)	No	2,3	Intervention supporting fluency & non-fiction comprehension	Yes	<input type="checkbox"/>
Reading	K-1	K Reading Street (Optimize)	Yes	1,2	K phonics and alphabet development program	Yes	<input type="checkbox"/>
			Choose	Tier		Choose	<input type="checkbox"/>

Core Element 1: Curriculum [Required for all]

continued

Best Practice/Requirements Self-Check	Yes/No	X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	Yes	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	No	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes	<input type="checkbox"/>

The public may view the school's curriculum in the following location(s):

The school follows the Indiana State Standards as a curriculum guide. Each grade level K-4 has developed 3-week pacing guides that were created with the state's standards. Original maps are housed in the LSC District Share Drive and available upon request.

Core Element 2: Instructional Program [Required for all]

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	<input type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	<input type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process.	Yes	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	<input type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	<input type="checkbox"/>

For Title I schools with Schoolwide Programs only:

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance

We use data from beginning of the year NWEA, mClass TRC, and individual program screeners to identify students who are at risk academically. In reading, those students are put into Tier 2 intervention groups for 30min a day, 4 days a week with research based programs and instruction. Students are then re-evaluated and progress monitoring is done to check on their skill development. The same NWEA assessments, along with 3-week standards assessments, are then used for ELA and Math, within the classrooms for the teachers to provide immediate remediation during small group instruction with either themselves, or the intervention teachers assigned to them. Should additional interventions be needed, the Title 1 lead and administration works together to create Tier 3 interventions, or the students are referred to the RTI process.

Core Element 3: Assessment [Required for all]

List the assessments used **in addition to** the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative), the frequency with which these are administered, and a brief rationale for their use. To find out more about benchmark, common formative, and summative assessments, click [HERE](#). Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Frequency	Type and Rationale for Use	Continue Use	X
NWEA	K-4	Benchmark	District Interim assessment given 3x a year	Yes	<input type="checkbox"/>
mClass TRC	K-1	Benchmark	Indicator of literacy given BOY and MOY	Yes	<input type="checkbox"/>
3-Week Assessments	K-4	Com. Form.	Formative checks to drive instruction and remediation/enrichment	Yes	<input type="checkbox"/>
WIDA	K-4	Summative	Interim Assessment for ELL to assess English acquisition	Yes	<input type="checkbox"/>
OLSAT	1 & 4	Summative	Identifies High Ability students	Yes	<input type="checkbox"/>
COGAT	K	Summative		Yes	<input type="checkbox"/>
NWEA Screener	K-2	Other	Phonological Awareness for Dyslexia Screener	Yes	<input type="checkbox"/>
NWEA Screener	K-2	Other	Phoneme Identification for Dyslexia Screening	Yes	<input type="checkbox"/>
NWEA Screener	K-2	Other	Letter Identification for Dyslexia Screening	Yes	<input type="checkbox"/>
NWEA Screener	K-2	Other	Matching Letters to Sounds for Dyslexia Screening	Yes	<input type="checkbox"/>
NWEA Screener	K-2	Other	Identifying Consonant Blends and Digraphs for Dyslexia Screening	Yes	<input type="checkbox"/>
A-RAN	K-2	Other	Arkansas Rapid Automatized Naming test for Dyslexia Screening	Yes	<input type="checkbox"/>
Words Their Way	K-2	Other	Primary Spelling Inventory for Dyslexia Screening	Yes	<input type="checkbox"/>
Best Practice/Requirements Self-Check				Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.				Yes	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.				Yes	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.				Yes	<input type="checkbox"/>

For Title I schools with Schoolwide Programs only:

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

With our NWEA and mClass data, teachers have data meetings with administration to look at needs or successes in their classrooms. This data, along with other screeners, is compiled and discussed as grade level teams with administration and Title 1 to determine intervention groups for Tier 2/3 instruction. Grade levels also meet every three weeks to go over 3-week standards-based assessments to help drive instruction and remediation/enrichment.

Core Element 4: Coordination of Technology Initiatives [Required for all]

Briefly describe how technology is used by students to increase learning.

All students at Miami Elementary School have an iPad assigned to them. The district provides a launchpad, called ClassLink, that helps house logins to apps and programs available to all students in the district. Additional apps can be obtained from a "Self-Service" portal on the student iPad. Our students use such apps as Dreambox (higher order thinking and math problem-solving development)

IXL (standards based practice of individually assigned skills in Math and Language Arts for grades 1-4)

Reading Eggs (Helps students in K-3 develop early reading skills, spelling habits, and reading comprehension)

Study Island (Students in 2-4 have a learning path that is tied to their NWEA results, as well as practices and assessments assigned directly by the teachers. This program also allows for group interaction amongst students in a classroom)

Our BenQ TVs are also utilized in class for students to demonstrate learning as a display to the classroom.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	<input type="checkbox"/>

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career awareness activities	<input type="checkbox"/>	Career Day/Fair or Community Day
<input checked="" type="checkbox"/>	Career Simulation (JA/Biztown, etc.)	<input type="checkbox"/>	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
<input checked="" type="checkbox"/>	Career-focused classroom lessons	<input checked="" type="checkbox"/>	Guest speakers
<input type="checkbox"/>	Other Field Trips in the community		

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 6-8 only

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career information activities.	<input type="checkbox"/>	Career-related courses
<input type="checkbox"/>	Career-focused classroom lessons	<input type="checkbox"/>	Job-site tours
<input type="checkbox"/>	Guest speakers	<input type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	Online career navigation program
<input type="checkbox"/>	Other		

If "Not currently implementing career exploration activities" was checked above, explain why.

Grades 9-12 only (add others in blanks as necessary)

What career awareness activities are provided for students?			
<input type="checkbox"/>	Not currently implementing career information activities.	<input type="checkbox"/>	Career-related courses
<input type="checkbox"/>	Job-site tours	<input type="checkbox"/>	Career Day/Fair or Community Day
<input type="checkbox"/>	Guest speakers	<input type="checkbox"/>	
<input type="checkbox"/>	Career-focused clubs (i.e., Robotics, Agriculture Garden, STEM, etc.)	<input type="checkbox"/>	
<input type="checkbox"/>	Industry-related Project-Based Learning	<input type="checkbox"/>	
<input type="checkbox"/>	Online career navigation program	<input type="checkbox"/>	
<input type="checkbox"/>	Job shadowing	<input type="checkbox"/>	

If "Not currently implementing career exploration activities" was checked above, explain why.

Core Element 6: Safe and Disciplined Environment [Required for all]

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	<input type="checkbox"/>
A multi-tiered system of supports (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	<input type="checkbox"/>
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	<input type="checkbox"/>

Core Element 7: Cultural Competency [Required for all]

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document

Identify the racial, ethnic, language-minority, and socio-economic groups in your school using the check boxes below.

<input checked="" type="checkbox"/>	American Indian/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial
<input checked="" type="checkbox"/>	Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander
<input checked="" type="checkbox"/>	Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
PowerSchool data is based on registration information provided by parents.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

Small Group instruction and supports, at least 30min a day. Our school has an English Language Learner Family and Community Engagement Tribe. This tribe is responsible for providing culturally relevant and bi-lingual activities and experiences for all families who have ELL students at Miami. (Non-ELL students are not excluded from participating in the events.)

What professional development might be necessary for staff to work effectively in cross-cultural situations?
A book study to bring awareness of racial and cultural rights issues to the staff.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
The Journeys reading series and EnVision math series were chosen because of their attention to cultural differences within the content of their material. Staff members supplement with trade books and educational videos throughout the year when they deem it necessary to enhance their instruction.

Core Element 8: Review Attendance [Required for all]

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students absent 10% or more of the school year. Last year: 67 Two years ago: 50 Three years ago: 39

What may be contributing to the attendance trend?
Mobility is an issue. Our transient families tend to have poor attendance.
Based on calls from the attendance secretary, there are many families who have to travel to other cities on weekend, either for work, or to support other family members, and oftentimes do not make it back until Mondays, or leave on Fridays.

What procedures and practices are being implemented to address chronic absenteeism?
Truancy mediation procedures are in place as a district.

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	<input checked="" type="checkbox"/>
A multi-tiered system of supports (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	No	<input checked="" type="checkbox"/>

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?

As a Title 1 School, our building has a Parent Compact that each family signs at the beginning of the school year in order to pledge their support for their student, the teachers, and the school community in working together to help their child be successful at Miami.

We also hold an Annual Title 1 Informational Meeting each fall in order to provide families with information about the Title 1 program in general, and how it specifically impacts their child as a student at Miami Elementary. This meeting is held on multiple days at various times in order to meet the needs of our population. In 2019, this meeting was more informal, as the Title 1 Lead was set up outside of the library during Parent-Teacher Conferences in order to catch families and provide them with information about Title 1. She also provided them with information about the assessments their children would be taking during the school year. (NWEA, I-Read 3, I-Learn, WIDA)

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Ongoing two way communication between family and school occurs via:

- School Website
- School Facebook Page
- School Messenger (Text and Email)
- Remind
- Monthly Newsletters
- Parent/Teacher Conferences
- Progress Report Cards
- Personal Telephone Contacts
- Monthly Positive Postcards
- ClassDojo
- Spanish Translator on Site

(Translations are made for as many forms of communication as possible)

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

In the 2019-20 school year, there were certificates awarded for quarterly perfect attendance. However, due to the Covid-19 pandemic, this practice was not completed for the 2019-20 school year.

How do teachers and staff bridge cultural differences through effective communication?

Translations are made for as many forms of communication as possible. We also have 3 staff members who are able to assist with communication between staff and families.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Miami Elementary has a Family Involvement Tribe that has a partnership between the PTO, staff and administration. This Tribe plans meaningful events to encourage family engagement outside of the school day.

Current activities include:

- *Popsicles with Principals*
- *Back to School Night*
- *Parent-Teacher Conferences*
- *Movie Night*
- *Veteran's Day Program*
- *Snuggle Up and Read*
- *Father-Daughter Dance*
- *Mother Son Luau*
- *Game/Bingo Nights*

Our school has an English Language Learner Family and Community Engagement Tribe. This tribe is responsible for providing culturally relevant and bi-lingual activities and experiences for all families who have ELL students at Miami. (Non-ELL students are not excluded from participating in the events.)

How does the school provide individual academic assessment results to parents/guardians?

Each quarter of the school year, progress reports and a report card are sent home to the families. We hold Parent Teacher Conferences in the fall and spring. These conferences serve as a time when teachers can review academic achievement on assessments with the parents. In the fall, the Title 1 Lead also shares parent-friendly information about what assessments students will be taking, how they are scored, and what it means for their child.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Surveys are completed each year by parents. They are able to review and give feedback on the SWP. We also invite parents to attend SIG meetings, but do not always have anyone who actually comes.

Core Element 10: Provision for Secondary Schools [Secondary schools only]

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, international baccalaureate, and CTE opportunities promoted?

Graduation rate last year:

Percent of students on track to graduate in each cohort:

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components. At the district level, federal, state, and local funding is not consolidated. Care is taken to supplement, not supplant programs with Title I funding.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Although we are aware of the option to consolidate program funds, we have chosen not to consolidate funds but will consolidate programs. These programs include: Title I, Special Education funds, etc.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

In 2005-2006, the Lafayette School Corporation began the Ready Schools/Ready to Learn Initiative. This process brought together school and community members to develop an overview of the needs for transitions from preschool to school and to begin extended discussions and planning for increasing the efficiency of the transition process. There are several community service providers who are active participants unifying transition plans. Some of our preschool students are served through a Title I Funded preschool that has a similar mission to the Ready Schools/Ready to Learn Initiative.

During the summer of 2011, Miami partnered with the United Way of Greater Lafayette and IU Health to offer a Kindergarten Camp. The objective of the camp was to target 20 incoming Kindergarten students that were either academically at-risk or had no prior preschool experiences. The camp lasted for four weeks and was staffed by our current Kindergarten teachers. This camp has continued each year, including the summer prior to the 2019-20 school year.

Kindergarten teachers have been invited to meet with local pre-school representatives to discuss how they can work together to better prepare preschoolers for kindergarten.

The school district provides developmental preschool for students with special needs and facilitates transitional conferences with the student's homeschool before starting kindergarten.

Little Bronchos is a Paths to Quality accredited preschool program being offered by the Lafayette School Corporations. Little Bronchos provides a morning and afternoon class Monday through Friday for 3, 4, and 5 year olds.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teachers leaders.

Recruitment: Lafayette School Corporation participates annually in teacher recruitment fairs at Indiana Universities. Vacancies are posted on the Indiana Department of Education website and our Lafayette School Corporation website. We are also encouraged to go out and observe any student teachers that are in our buildings.

Selection: Each school has the autonomy in the selection of candidates and the interviewing process. At Miami the principal chooses to have grade level teachers, assistant principal, and title 1 teacher involved in the interviewing process. Once the top candidate is selected, they must complete a comprehensive background check, the principal calls references, and the principal recommends the candidate to interview with Assistant Superintendent. Once all of these criteria are met, they are recommended to the school board for employment.

Induction: The Lafayette School Corporation holds a new teacher orientation training every year before the school-year starts. At this orientation, they go over procedural matters, technology systems, etc. At Miami we do a new teacher meeting before school. At this meeting, we go over school-wide procedures, give classroom management tips, school emergency plan, the school padlet for information, etc. We also assign a mentor within the school. The mentor teacher and new teacher meet monthly to go over any topics needed and to make sure they feel supported.

Retention: We have a positive school culture that is focused around #MiamiFamily. The principal recognizes and celebrates success, provides encouragement, and gives ongoing support to staff. Examples of these include: monthly positive notes to teachers, a teacher shout-out bulletin board, a birthday cart, SWAG awards (success, willpower, positive attitude, and goals), and staff meetings celebrations.

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below

Staff Name	Licensure/Certification	Assigned Class/Subject
Amanda Henry	K-6 General Elementary K-12 Building Level Administrator	Principal
Erin Phillips	Elementary / Intermediate Generalist Building Level Administrator	Assistant Principal K-4
Nancy Harshbarger	K-6, 7-8 non departmentalized	Kindergarten Teacher
Julie Grubb	K-6 General Elementary	Kindergarten Teacher
Ashleigh Duncan	K-6 with a Major Concentration in Reading	Kindergarten Teacher
Abby Kwiecien	Elementary Generalist k-6	Kindergarten Teacher
Courtney Crampton	Teachers of Tomorrow K-3	Kindergarten Teacher
Tiffany Walley	K-6 General Elementary	1st Grade Teacher
Lindsay Tylanda	K-6 General Elementary, High Ability	1st Grade Teacher
Shelby Yeaman	K-6 General Elementary	1st Grade Teacher
Maddy Vaughn	K-6 General Elementary	1st Grade Teacher
Ashlee Paschke	K-6 General Elementary	1st Grade Teacher

Jennifer Wien	General elementary 1-6 7/8non-departmentalized Reading 1-6 7/8non-departmentalized K-12 computer	2nd Grade Teacher
Janette Vandever	General Elementary 1-6 7/8 Non-Dept. Learning Disabled Minor K-12	2nd Grade Teacher
Ashley Stowers	K-6 general elementary	2nd Grade Teacher
Victoria Hamilton	Elementary Generalist K-6 + Reading	2nd Grade Teacher
Kim Vi	Pending, will be in K-6 general elementary	2nd Grader Teacher
Gabrielle Huff	K-6 General Elementary	3rd Grade Teacher
Cheyenne Dittmer	K-6 General Elementary	3rd Grade Teacher
Rhonda Fleury	K-6 General Elementary	3rd Grade Teacher
Susan Bougher	IN1-5, 6-8 non-departmentalized	3rd Grade Teacher
Keli Trump Roth	K-6 General Elementary	3rd Grade Teacher
Geoff Grubb	K-6 General Elementary	4th Grade Teacher
Whitney Frederick	K-6 General Elementary	4th Grade Teacher
Josh Remsburg	K-6 General Elementary	4th Grade Teacher
Mary Totten	K-6 General Elementary	4th Grade Teacher
Rich Cooper	K-6 General Elementary	4th Grade Teacher
Carin Hollandbeck	1-6 General Elementary, 7-8 non-departmentalized	Title 1 Lead Teacher
Elizabeth Patterson	K-6 Elementary Ed., Specific Learning Disability K-12 , Mild Disabilities K-12 and Emotional Disabilities K-12	Special Education 2-4 grades
Michelle Nagler	Special Education LD/MI/ED certification	Primary Resource
Marisa Simmons	PK-12 Professional Educator Communication Disorders	SLP
Beth Armstrong	K-12 School Counselor	School Counselor
Rachael McGlothlin	P-12 Visual Art 6-12 English Language Arts	Art Teacher
Paula Watkins	K-12 General Music	Elementary Music
Lamar Simmons	PE and Health K-12, US History 6-12	Elementary PE
Duane Cross	K-6 ; 7-8 non-departmentalized	Elementary PE

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. This information is necessary when performing the Gap Analysis and Root Cause Analysis. Check the box next to each source of data used in the following steps and attach or link the data reviewed for this plan.

General Academic and Schoolwide			WIDA		Special Education		High Ability	
<input checked="" type="checkbox"/>	Statewide Assessments	<input type="checkbox"/>	Individual Learning Plans (ILPs)	<input type="checkbox"/>	IAM Assessment	<input type="checkbox"/>	Aptitude Assessment (e.g. CogAT)	
<input checked="" type="checkbox"/>	Districtwide Assessments	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Individual Education Plans (IEPs)	<input type="checkbox"/>	Current High Ability Grant	
<input checked="" type="checkbox"/>	Assessment by Student Group	<input type="checkbox"/>	ESL Staff Training	<input type="checkbox"/>	Performance Gap Data	<input type="checkbox"/>	Performance Gap Data	
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Service Delivery Model	<input type="checkbox"/>	Special Education Training for Staff	<input type="checkbox"/>	High Ability Training for Staff	
<input type="checkbox"/>	PSAT/SAT/ACT Assessments	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>	Approved Testing Accommodations	<input type="checkbox"/>	Service Delivery Model	
<input type="checkbox"/>	Dyslexia Screening Data	<input type="checkbox"/>	Current Title III Grant	<input type="checkbox"/>	Federal (ESSA) Grade for Group	<input type="checkbox"/>		
<input type="checkbox"/>	Common Formative Assessments	<input type="checkbox"/>	Parental Involvement	<input type="checkbox"/>	IEP Compliance Report	<input type="checkbox"/>		
<input checked="" type="checkbox"/>	Attendance Reports – general and by student groups	<input checked="" type="checkbox"/>	WIDA	<input type="checkbox"/>	Special Education Staff Assignments	<input type="checkbox"/>		
<input type="checkbox"/>	Survey of Students, Staff, Parents, and/or Community	Be sure there is no personally identifiable information for students in any/all linked/uploaded data.		<input type="checkbox"/>				
<input type="checkbox"/>	Staff Attendance			<input type="checkbox"/>				

[Miami Elementary School Overall Assessment Profile Data](#)

[Miami Elementary School Historical NWEA Data](#)

[Miami Elementary School Historical WIDA Proficiency Level Data](#)

[Miami Elementary School WIDA Outcomes 2019](#)

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

Do these issues significantly impact our current school goals as strengths or problems?

Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior.** All schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1

Measurable outcome met? No

ELA:

By the spring of 2020, 37% of grades 3-4 students will score Pass or Pass+ on the ILEARN state assessment.

If goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Due to the 2020 Coronavirus pandemic, state testing of I-Learn was cancelled.

If the goal was not met, should the school continue to work toward this goal? Yes

Our school will continue to monitor district assessment results and strive to achieve the same goal on the Spring 2021 assessments.

Goal 2

Measurable outcome met? No

Math:

By the spring of 2020, 49% of grades 3-4 students will achieve Pass or Pass+ on the ILEARN state assessment.

If goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

Due to the 2020 Coronavirus pandemic, state testing of I-Learn was cancelled.

If the goal was not met, should the school continue to work toward this goal? Yes

We will continue to utilize our math series and its components to meet the needs of our students in math and look to the 2021 I-Learn Assessment results. Our school will continue to monitor district assessment results and strive to achieve the same goal on the Spring 2021 assessments.

Goal 3

Measurable outcome met? No

EL Learners:

Based on the 2020 WIDA Assessment Data for English Learners, 44% of students should meet or exceed their overall Growth Targets.

If goal was met, how will the school further improve or sustain this level of performance?

If the goal was not met, explain why.

According to the 2020 WIDA Assessment data, 35% of students achieved their overall growth target.

If the goal was not met, should the school continue to work toward this goal? Yes

Our school will work alongside our district EL specialist to develop strategies and a plan to meet the needs of our EL students who did not show growth on WIDA, especially in the areas of Speaking and Writing.

Goal 4

Measurable outcome met? Yes

Discipline: Miami will decrease the average number of office referrals by 10% from an average of 57.2 referrals per month in 2018-19 to an average of 51.5 referrals per month in the 2019-20 school year.

If goal was met, how will the school further improve or sustain this level of performance?

The average office referrals per month for the 2019-20 school year were reduced from 57.2 per month in 2018-19 to 32.6 per month in 2019-20.

**Due to the 2020 Coronavirus pandemic, we did not attend school for one week of March, all of April or May. However, if the month of March's data were removed, the average was still 33 per month.

If the goal was not met, explain why.

If the goal was not met, should the school continue to work toward this goal? **Choose**

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

- 1) Are our current goals still areas where improvement is needed immediately?
- 2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final column.

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that misbehavior resulting in suspensions and expulsions has increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Indicators Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
We would like to see our Special Education students not only meet their Projected Growth Goals, but improve academic performance in NWEA Reading and Language Arts, so that they are approaching the 70 th percentile which is our district goal.	Yes	<p>Due to the COVID-19 pandemic, the only data we can look at is from NWEA Winter 2019.</p> <p>While 68% of our Special Education students met their projected growth in Language, only 4% achieved the 70th percentile.</p> <p>While 57% of our Special Education students met their projected growth in Reading, only 8% achieved above the 70th percentile.</p>	We are committed to providing a learning community with high expectations along with supporting the growth of students academically. Data indicates that there is still room for improvement with meeting growth targets, and improving achievement.	☒	3
We would like to see our Black students not only meet their Projected Growth Goals, but improve academic performance in NWEA Math, so that they are approaching the 70 th percentile, which is our district goal.	Yes	<p>Due to the COVID-19 pandemic, the only data we can look at is from NWEA Winter 2019.</p> <p>While 67% of our Black students met their projected growth in Math, only 9.8% achieved the 70th percentile.</p>	We are committed to providing a learning community with high expectations along with supporting the growth of students academically. Data indicates that there is still room for improvement with meeting growth targets, and improving achievement.	☒	2
Our EL students are always working to reach Level 5 on the WIDA assessments.	Yes	<p>In 2019, Only 7% of students scored an overall Level 5 on the Winter WIDA screener.</p> <p>In 2020, Only 6.25% of students scored an overall Level 5 on the Winter WIDA screener.</p>	We are committed to supporting the growth of students academically. Data indicates that there is still room for improvement with meeting growth targets, and improving achievement.	☒	1

Miami will decrease the average number of office referrals by 10% from an average of 57.2 referrals per month in 2018-19 to an average of 51.5 referrals per month in the 2019-20 school year.	Yes	**Due to the 2020 Coronavirus pandemic, we did not attend school for one week of March, all of April or May. However, if the month of March's data were removed, the average was still 33 per month.	We are committed to creating a safe learning environment. The data indicates that we have been successfully able to do this in the 2019-20 school year.	<input type="checkbox"/>	Choose an item.
	Choose			<input type="checkbox"/>	Choose an item.
	Choose			<input type="checkbox"/>	Choose an item.

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, list at least 3 priorities where improvement is needed immediately in the chart below. Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.

A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Students are not achieving a Level 5 by the time they leave 4 th grade.	<ul style="list-style-type: none">• Less than 10% of students achieved a Level 5 composite score over the last two years.• In 2020, 91% of our students scored below a Level 5 on the Speaking portion of the test.• In 2020, 100% of students scored below a Level 5 on the Writing portion of the test.• In comparison, 30% of students scored below a Level 5 on Listening and 64% Scored below a Level 5 on Reading.
We would like to see our Black students not only meet their Projected Growth Goals, but improve academic performance in NWEA Math, so that they are approaching the 70 th percentile, which is our district goal.	<ul style="list-style-type: none">• Classrooms are not yet comfortable with using the new math series with fidelity.• 31/175 (18%) of Black students are also identified as Special Education.• 141/248 (57%) of the Disciplinary Log Entries in 2019-20 were black students. This is a disproportionate value when compared to the actual population of black students in our building.
We would like to see our Special Education students not only meet their Projected Growth Goals, but improve academic performance in NWEA Reading and Language Arts, so that they are approaching the 70 th percentile which is our district goal.	<ul style="list-style-type: none">• Staff to Student Ratio in Resource rooms was approximately 1:3, but some support staff were 1:1 paras and not always available to provide interventions for resource room students.• Staff in the resource rooms are also still adapting to the new basal series and might require additional trainings in order to be able to use the interventions with fidelity.

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
 - a. A continuation of existing goals and/or
 - b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
 - a. Strategies in the school improvement plan;
 - b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identify and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA Title II Title III Title IV School Improvement (SIG)	McKinney-Vento High Ability Early Literacy Twenty-first Century After School Program Rural and Low Income Schools	General funds Head Start

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years (“Yr 2” and “Yr 3”).

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions [HERE](#). In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps.

Space is provided for four. Add additional steps if needed.

GOAL 1	<i>By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.</i>			
Data Checkpoints (dates)	<i>November 1</i>	<i>February 15</i>	<i>May 25</i>	
Evidence at Checkpoints	<i>Math scores on interim test.</i>	<i>Math scores on interim test.</i>	<i>Math scores on interim test.</i>	
Evidence- Based Strategy 1	<i>Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. “Effects of Blended Instructional Models on Math Performance.” Exceptional Children, vol. 80, no. 4, June 2014, pp. 423–437., doi:10.1177/0014402914527240.</i>			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
<i>Action Step 1</i>	<i>Conduct on-going, job-embedded training for teachers and instructional support staff.</i>	<i>August, 2021-May, 2022</i>	<i>Leadership Team, Math Department Chairs</i>	<i>85% of teachers implement blended instructional model lessons as determined by information from observations by coaches and the administrator.</i>
Yr 2 Measurable Objective	<i>By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.</i>			
Yr 3 Measurable Objective	<i>By Spring 2023, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.</i>			

GOAL 1	Based on the 2020 WIDA Assessment Data for English Learners, 44% of students should meet or exceed their overall Growth Targets.			
Data Checkpoints (dates)	September 30, 2020	January 20, 2021	June 7, 2021	
Evidence at Checkpoints	NWEA Language Performance above the 70 th Percentile of ELL labeled students.	NWEA Language Performance above the 70 th Percentile of ELL labeled students.	2021 WIDA Results of students who met their Growth Targets.	
Evidence- Based Strategy 1	Monthly PLC with focus on implementation of Speaking and Writing Strategies that teachers with EL students will utilize in their daily instruction.			PD needed ☒
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Training on ILPs and logging into Elevation	9/9/20	Brenda Ward	Sign-in Sheets for attendance and observation of staff participation.
Action Step 2	Introduction of specific strategies from classroom implementation.	11/20	Brenda Ward	Follow-up surveys of teachers to determine if additional support is needed.
Action Step 3	Q & A	12/20	EL Leadership Team	Classroom observation of strategies.

GOAL 2	<i>By the spring of 2021, 49% of grades 3-4 students will achieve Pass or Pass+ on the ILEARN state assessment.</i> Specific Math Goal: Increase the achievement of black students in math NWEA from 9.8% to 15% at the Winter Benchmark.			
Data Checkpoints (dates)	9/9/20	1/20/21	6/7/21	
Evidence at Checkpoints	NWEA Math	NWEA Math	NWEA Math and I-Learn results if available.	
Evidence- Based Strategy 1	Teachers will complete a book study using the book, <u>The Innocent Classroom: Dismantling Racial Bias to Support Students of Color</u>; Pate, Alexs. 2020.			PD needed <input checked="" type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Introduction of the topic and how participation in study will be implemented.	11/20	Principals	Sign-in sheets for attendance at staff meeting where book is introduced.
Action Step 2	Monthly Meeting Boards	12/20-6/21	Principal and Staff	Documentation of participation on meeting boards.
Evidence- Based Strategy 2	Students will be active on Dreambox a minimum of 60 minutes each week.			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers are made aware of expectation.	8/20	Principal	Attendance at back to school Staff Meeting.
Action Step 2	Implementation of usage in classrooms.	8/20	Teachers and students.	Principal monitors activity of students monthly.
Action Step 3	Follow up with students who are not successful in Dreambox lessons.	11/20	Principal or Title 1	Documentation of students who need additional support.
Action Step 4	Provide additional support to students who are not meeting the 60 min requirement	On-going	Classroom teachers	Principal monitors activity of students monthly.

GOAL 3	<i>By the spring of 2021, 37% of grades 3-4 students will score Pass or Pass+ on the ILEARN state assessment.</i> SPED Goal: Increase the achievement of SPED students in NWEA reading from 8% to 13% are above the 70 th percentile at the			
Data Checkpoints (dates)	9/8/20	1/20/21	6/7/21	
Evidence at Checkpoints	NWEA Reading	NWEA Reading	NWEA Reading I-Read 3 (for 3rd graders) I-Learn 2021 results	
Evidence- Based Strategy 1	Implementation of skill specific reading interventions for SPED students who are not performing at the 70th percentile or above on the NWEA Reading assessment.			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Identify those SPED students who are not performing above the 70 th percentile in Reading	9/20	SPED Teachers, Principal and Title 1	Reports for those students printed and distributed to Special Education Teachers.
Action Step 2	Assigning additional interventions to those students based on skill deficits.	10/20-12/20	SPED and Title 1	NWEA Winter Scores
Evidence- Based Strategy 2	K-3 Special Education students will be active on Reading Eggs a minimum of 60 minutes each week.			PD needed <input type="checkbox"/>
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers are made aware of the expectations.	8/20	Principal	Attendance at back to school Staff Meeting.
Action Step 2	Implementation of program with students. (home or school)	9/20	Students and Teachers of Record	Reports in Reading Eggs to show participation.
Action Step 3	Follow up with students who are not successful in Reading Eggs lessons.	11/20	Principal or Title 1	Documentation of students who need additional support.
Action Step 4	Provide additional support to students who are not meeting the 60 min requirement	On-going	Classroom teachers	Principal monitors activity of students monthly.

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	Miami staff members will participate in a PLC with focus on the implementation of effective Speaking and Writing Strategies to support EL students that will be utilized in their daily instruction.	Linked SIP Goals ☒
Possible Funding Source(s)	N/A as support is being provided by our District EL Coach, Brenda Ward.	
Evidence of Impact	The percentage of students who increase their Speaking and Writing proficiency levels by 0.5 levels or greater on the 2021 WIDA assessments.	
Plan for coaching and support during the learning process: <ul style="list-style-type: none"> • Brenda Ward will be providing strategies and support for Speaking and Writing during our staff meetings throughout the 2020-21 school year. • Brenda is also available to assist or coach individual teachers one on one if necessary. • Miami's EL Leadership team will be available to support teachers with individual needs on a day to day basis. • Classroom observations by principal will help to identify if additional support is needed. 		
How will effectiveness be sustained over time? Miami EL Leadership team will continue to provide support to staff when needed. Staff can be surveyed to determine if additional coaching is needed in general or for specific students. New staff to Miami will be provided training to assure they understand and are aware of the strategies that had been shared during previous PLC meetings.		

Professional Development Goal 2	Teachers will complete a book study using the book, <u>The Innocent Classroom: Dismantling Racial Bias to Support Students of Color</u> ; Pate, Alexs. 2020.	Linked SIP Goals ☒
Possible Funding Source(s)	Title 1 grant for the 2020-21 school year.	
Evidence of Impact	Growth and achievement of Black students in Math as evident in NWEA results and Spring 2021 I-Learn State Assessment.	
Plan for coaching and support during the learning process: Discussion questions and topics are provided by the book to accompany the readings. These discussions can be held via Canvas message boards or at monthly staff meetings. Feedback by staff will help drive further discussions and determine any specific needs teachers might have after reading the book.		
How will effectiveness be sustained over time? The book provides procedures to follow to establish a mindset for the school year. This will be repeated at the beginning of each school year, or in the event new students move into the individual classrooms.		